

What's New?

New Research Released on NYC Performance-Based Compensation

The National Bureau of Economic Research released a study, *Teacher Incentives and Student Achievement: Evidence From New York City Public Schools*, in its working paper series on the New York City performance-based compensation program. Using a school-based randomized trial design, the researchers examined the impact of the incentive program on both student achievement and teacher behavior.

The researchers found no relationship between the teacher incentives offered and increases in student achievement scores. In fact, researchers found a statistically significant negative relationship between teacher incentives and student achievement in middle school reading and mathematics. In addition, the researchers found that the teacher incentives had no effect on *alternative outcomes* such as grade point averages, predictive mathematics and English language arts examinations, school environment surveys, attendance, and behavioral incidences. The researchers also studied the impact of teacher incentives on teacher behavior. In this case, they defined teacher behavior through absences and retention data. The data failed to show statistically significant impacts of the teacher incentives on either variable.

The researchers offer some possible explanations for their results:

- The incentives may not have been large enough.
- The incentive structure was too complex.
- Group-based incentives may not be effective.
- Teachers may not know how to improve student performance.

In the conclusion, the researchers argue that the best explanation for the study results is that the reward structure for the New York City program was too complex and failed to fully engage teachers in the program. The full report is available online at <http://www.nber.org/papers/w16850.pdf>.

Corrections

In the March CECR *NewsBreak*, the grantee profile on the Guilford County (North Carolina) Schools Mission Possible Expansion program incorrectly identified the program as expanding to 10 new schools. The program is actually expanding to 20 new schools. The updated information is available in the print version of the newsletter available at <http://cecr.ed.gov/news/newsletters/CECRNewsbreakMar2011.pdf>

Website Updates

More information about the Cohort 3 Teacher Incentive Fund grants is now available online at <http://cecr.ed.gov/TIFgrantees/list.cfm>. Users can access lists of grantees and links to district and program websites. Additional resources, including official CECR profiles, are under development and will be available soon on the CECR website.

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Hot Off the Press

Gorman: We Botched Communications With Teachers—*The Charlotte Observer*.

April 13, 2011

<http://www.charlotteobserver.com/2011/04/13/2220537/gorman-we-botched-communications.html>

Teachers in Charlotte-Mecklenburg Schools recently voiced disapproval of a proposed performance-based compensation system, arguing that student test scores are not a good measure of educator effectiveness. The superintendent of schools indicated that reform is necessary but also acknowledged that the administration needs to do a better job of communicating with teachers and that more teacher involvement is necessary to develop the teacher evaluation model.

This Grade's for the Teacher: Proposed Changes to Evaluation System Would Be Based in Part on Student Scores on State Tests—*Times Union*. April 5, 2011

<http://www.timesunion.com/default/article/New-teacher-evaluation-criteria-released-1321558.php>

The New York state educator effectiveness task force released its proposed teacher evaluation system in early April. The Board of Regents will vote on the recommendations later this spring. The new system bases educator effectiveness on student performance on standardized tests, local student achievement measures, and other measures of effectiveness as determined by collective bargaining.

Teachers' Merit Pay, Tenure Dominate Debate on Reform—*Nashua Telegraph*.

April 5, 2011

<http://www.nashuatelegraph.com/news/914722-196/teachers-merit-pay-tenure-dominate-debate-on.html#>

The current contract between the Nashua (New Hampshire) Teachers Union and the local board of education includes a provision regarding a committee designed to research different compensation models.

While the committee has met on a few occasions, it tabled the discussion in 2009 because of budgetary issues. Recently, the teachers union and administration have started to consider how to tie teacher evaluations to compensation. The state formed a teacher effectiveness task force charged with exploring the issue further. In addition, state legislation SB 192, if passed, would establish a commission for creating a 21st century educational system.

Missouri to Develop New Teacher Evaluation Tool—*St. Louis Today*. April 4, 2011

http://www.stltoday.com/news/local/education/article_25b7c53c-9cc4-52ba-a831-f252f67b6c08.html

Missouri is piloting a new teacher evaluation system that includes value-added analysis in 159 school districts. The state also plans to develop a new teacher evaluation rubric as part of the pilot project. Local unions and administrators agree that student performance should be one of multiple measures used to evaluate teachers; however, there is disagreement about the weight that test scores should have.

Teacher Rating Plan Draws Fire in Lynn, Revere—*The Daily Item*. April 3, 2011

<http://www.thedailyitemoflynn.com/articles/2011/04/04/news/news01.txt>

The Massachusetts Task Force on Evaluation of Teachers and Administrators presented a report to the state education agency outlining a design and implementation plan for an evaluation system that considers teaching ability, curriculum development, and family/community engagement. The evaluation plan consists of a five-step cycle, including an educator self-assessment and goal development process. The state board of education votes on the recommendations in April.

Center for Educational Innovation-Public Education Association: Partnership for Innovation in Compensation for Charter Schools

The Center for Educational Innovation-Public Education Association (CEI-PEA) collaboration expands the Partnership for Innovation in Compensation for Charter Schools (PICCS) program, funded by a TIF 2 grant, using TIF Cohort 3 funds to serve seven additional public charter high schools in New York City. Through a second TIF Cohort 3 grant, CEI-PEA will serve six schools in Buffalo, New York. The PICCS program provides incentives designed to retain, develop, and reward educators, including school leaders, instructional administrators, teachers, and instructional staff. The PICCS program compensates educators based on their effectiveness in attaining student achievement targets. Each school establishes specific strategies for implementing effective performance-based compensation initiatives focused on improving instruction and increasing student growth.

Primary Components of the Program

During the grant planning year, each school in the PICCS-NYC and PICCS-Buffalo Consortium will develop a performance-based compensation plan that details the performance measures used to determine effectiveness. The performance-based compensation plan also will clearly define the process for making and documenting decisions and payments regarding each school's plan. Each performance-based compensation plan will provide for differentiated compensation at least at the individual teacher and administrator levels and, at the school's discretion, at grade level, cohort level, or other non-whole-school category level.

The plan must include a process for establishing the following:

- School-specific classroom instruction plans (i.e., achievement targets for the year)
- School-specific individual learning plans for each student that document the student's academic strengths and gaps based on analysis of student assessment data and other relevant factors

PICCS-NYC and PICCS-Buffalo also will support schools in establishing evaluation processes that facilitate the collaborative development and measurement of performance targets and professional growth objectives for teachers. The PICCS-NYC evaluation framework will adapt Charlotte Danielson's *Framework for Teaching* and measure teacher effectiveness in four critical areas: planning and preparation, creating and maintaining an effective classroom environment, instruction, and professional responsibility.

The PICCS-NYC and PICCS-Buffalo professional development initiatives will support the project's focus on using performance-based compensation as a critical component of an integrated overall school improvement initiative. Accordingly, it will provide teachers and principals throughout the consortium schools with training and technical assistance while engaging educators in transformative professional learning activities that promote the development of collaborative, data-driven, and performance-focused cultures in their schools.

Goals of the Program

PICCS-NYC will enhance and expand performance-based compensation in participating New York City charter schools by:

- Establishing a differentiated compensation system that fundamentally rewards teachers and principals for effectiveness in improving student academic achievement outcomes, taking on and fulfilling leadership responsibilities, and promoting schoolwide improvements in teaching and learning.
- Establishing a consortium-wide framework and school-specific initiatives to ensure that consortium schools base compensation on student achievement.
- Integrating the compensation reform into a comprehensive, coherent, and integrated school improvement model that leverages resources, expertise, technology, and professional collaboration across the consortium to support improved teaching, learning, data-based decision making, and differentiated instruction at each consortium school.
- Ensuring that the performance-based compensation system at each consortium school is fiscally sustainable through:
 - Thoughtful and accurate financial cost projections
 - School-based commitments to continue awarding performance-based financial incentives to teachers and administrators beyond the grant term
 - The substantive and schoolwide integration of the performance-based measures—along with the project's data management system and school improvement initiatives—into each consortium school's long-term planning, programming, and evaluation procedures, as well as its personnel policies

Program Incentives

The PICCS-NYC program provides performance-based compensation to the following school staff members:

- Principals
- Instructional administrators (e.g., directors of curriculum and instruction, special education coordinators)

- Teachers in all subjects and grade levels
- Instructional paraprofessionals
- School librarians and library media specialists
- Guidance counselors and school social workers

The specific measurements used for each category and the amount of incentives offered vary based on each school's performance-based compensation plan.

Recent Highlights of the Program

The myPICCS Portal contains a variety of digital resources and social media tools to promote teacher collaboration and capacity building across the consortium. It provides educators with a wide range of supports and resources for participating in the PICCS project, including libraries of documents and videos, discussion forums, task managers, calendars, newsrooms, and RSS news feeds. The myPICCS Portal helps foster development and growth of professional learning communities within and across the schools.

Each school has committed to supporting a steadily increasing amount for the financial incentives throughout the course of the project. In the project's second year, each school commits to providing 10 percent of the total amount of financial incentives from its operating budget or other non-TIF funds. In Year 3, each school will pay 25 percent and, in Year 4, each school will pay 50 percent. In the final year of the project, each school will pay 75 percent and, thereafter, will be responsible for paying 100 percent of its performance-based compensation plan. In addition, CEI-PEA and other partners will seek out additional public and private grants, as they did for the original PICCS project.

Additional program information is available on the CEA-PEA website at <http://www.cei-pea.org/>.

Contact Us



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The Center for Educator Compensation Reform (CECR) was awarded to Westat — in partnership with Learning Point Associates, Synergy Enterprises Inc., Vanderbilt University, and the University of Wisconsin — by the U.S. Department of Education in October 2006.

The primary purpose of CECR is to support Teacher Incentive Fund (TIF) grantees in their implementation efforts through provision of sustained technical assistance and development and dissemination of timely resources. CECR also is charged with raising national awareness of alternative and effective strategies for educator compensation through a newsletter, a Web-based clearinghouse, and other outreach activities.

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